

Academic Writing

Grades 9-12

Skills List

The writer of a competent sample of academic writing demonstrates most are all of the following skills.

CONTENT

PURPOSE/AUDIENCE

- establishes a specific, authentic purpose related to academic topic, issue, problem, question, etc.
- narrows focus to accomplish intended purpose
- develops strong controlling idea
- targets an academic audience (e.g., community of learners with teacher as a part of academic audience)
- maintains appropriate tone appropriate to purpose, audience and genre

IDEA DEVELOPMENT

- justifies need for academic writing (e.g., so readers understand something formerly not understood, to contribute to academic knowledge of a community of learners)
- develops ideas sufficiently to support controlling idea
- uses specific, relevant and accurate details and support
- integrates source material effectively to serve the author's own purposes (e.g., signal phrases, citations, works cited page)
- applies characteristics of the genre appropriately (see skills lists for letter, personal essay, article, academic paper)

STRUCTURE

ORGANIZATION

- creates an effective introduction or lead (e.g., establishing a context and specific purpose; providing needed background; justifying the purpose; indicating an authentic need, question or problem)
- places ideas and details in a meaningful order

- organizes logically and effectively given needs of the purpose, audience and selected genre
- uses appropriate organizational structure to support reader's understanding (e.g., comparison/contrast, problem/solution, cause/effect, etc.)
- uses transitions and transitional elements effectively within sentences, among paragraphs, and throughout entire piece of writing
- concludes effectively

SENTENCES

- writes in complete and varied sentences to influence a reader's understanding

CONVENTIONS

LANGUAGE

- uses appropriate academic language for purpose/audience (e.g., precise word choice and terminology)
- observes standard conventions of grammar and usage

CORRECTNESS

- uses correct spelling and other conventions of language (e.g., capitalization, abbreviation)
- uses punctuation effectively to further influence reader's understanding (e.g., periods, commas, dashes where appropriate)
- includes appropriate documentation (e.g. signal phrases, works cited)
- shows correctness related to expectations of chosen genre

As students move from grade to grade, they demonstrate growth in the control and complexity with which they use these skills.

The Kentucky Marker Papers
Committee did not find a sample
to fit the category

Ninth-grade Academic

Submissions may still be sent to

Lee Ann Hager
500 Mero Street, CPT 1913
Frankfort, KY 40601

Phone: (502) 564-2106
Fax: (502) 564-6470

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Tenth-grade Academic

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Eleventh-grade Academic

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Mind Power

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The ACT Assessment. English four. That guy's name standing outside the GAP yesterday? What do all these have in common? They all involve the intricate process of remembering. The brain weighs three pounds, uses up to 30% of the day's calories and needs up to one quarter of the oxygen in the body. Wow! Demanding isn't it? Think of all your brain does for you, or more importantly, what it has trouble doing. Researchers say by the time we've reached age twenty-five we're susceptible to a 25% weakening in brain functions. Guys, if at seventeen we have trouble remembering what we wore to school yesterday, what will do in eight more years with a fourth of the memory damaged? Sounds like we should start early, and what better time than in high school, to slow down this process. As students who depend on memory to survive, we should know first, how memory works; second, what weakens the memory and last, how to strengthen it.

Exactly how does the brain remember things? Collected and kept in the mind, memories are sorted according to similarity, formal or personal

meaning. Storing memories is like typing information into a computer. The stored information is held in the system, and memories are retrieved when needed. According to the Miller-Keanes Dictionary, the temporal lobe of the brain is the central location for filing memories. Certain events we forgot about long ago, surface when this area is stimulated. Each time the section is generated, the memory starts from the beginning, not just from where it left off.

Brain researcher, Karl Lashley conducted a series of tests in which parts of animals' brains were removed after running through a maze. The tests indicate that engrams, or memory tracers, are located all through the brain. Ultimately, he confirms, the hippocampus (a section of the brain) is the host of memory groupings, storing long-term memories in our brain's cortex, the outer layer of the brain. Thus, he suggests the portion of the brain's cortex removed to be the real reason for memory loss, and that particular parts removed don't make a lot of difference. Psychologists refer to the organization of memory as memory structure: a pattern of associations among items of information. There are networks among the memory, which arrange it as a system of ideas that link information and place facts into categories. Therefore, our brains relate memories, making them easier to connect and recall when needed. This explanation becomes complicated as it's related to the many different types of memory.

There are three main divisions of memory: sensory, short-term and long-term. Sensory memory involves the technique of using an icon, or fleeting memory when we learn new

information. Later on, when trying to summon the information, the icon will come to mind and we will be reminded of what we learned when we first saw the icon. Short-term memory uses small amounts of material for brief periods of time. These memories can be stored as images, yet are more often stored phonetically, by sound. After hearing a word, this type of memory causes us to think of words that sound similar to the one we can't remember. Short-term memory is often susceptible to interruption and thus, distractions make things like recalling a phone number a difficult task, especially if someone is talking at the same time. *And friends, this memory can only handle so much!*

Long-term memory stocks the meaningful or important information, containing everything we know about anything. Uniquely, the more it has to store, the easier it becomes to add new ideas to the long-term memory or, LTM. These ideas are combined and placed according to meaning or significance. When memories are retrieved from this section, it's more likely we'll make the mistake in the meaning of the word as opposed to pronunciation (I.e., if the word was shirt, we would think blouse, not flirt.) Memories are distinguished by emotions, judgment and personality. What's remembered depends on what we pay attention to, regard as important, and feel strongly about.

So why can't we just always hold on to every single detail of all the happenings in our lives? What do we have to forget? There are so many factors that contribute to memory loss: ranging from daily exercise, to the food we eat, and actions we

take. The brain is like a muscle, we must either use it, or lose it!

In 1885, Herman Ebbinghouse proved the least amount of time elapsed between learning information and recalling, guaranteed a larger amount remembered. He tested his memory by learning random syllables and constructed a curve of forgetting. He showed two things: learning new information enhances what we already know if the ideas relate and immediate recall is most accurate. As students, we can relate to this by studying shorter periods of time more often and a few hours before the test. This suggests studying at night with several short periods of review and then more intense the day of the test, is most effective.

There are many factors that contribute to why we don't remember. However, encoding failure is top on the list of reasons for forgetting. If information isn't properly stored to begin with, it is easily forgotten. After reaching the age of twenty-five, we are susceptible to a 25% loss of the connections that relay messages from neuron to neuron. So, when we get to college and try to remember why Professor Svidrigalov said 'the hypothetical cure and marginal analysis of implicit and explicit cost cannot always satisfy the requirements of human anatomy', we should enhance the memory's ability beforehand! The short-term memory is only stimulated to a flutter of activity that quickly dies out. New information flows in, but fades away to be replaced by newer information. This is referred to as decay, the fading or weakening of memory over time. So if we don't use the professor's great tip, what he says tomorrow will replace what

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he said today! We can do this by remembering images as vividly as possible, exaggerating size and noting distinct smells and tastes.

Another cause of memory loss is due to interference; new learning can interfere with previous learning. As reported in Psychology: A Journey, a study conducted by college students showed they remembered more after sleeping for eight hours as compared with those who'd stayed awake for eight hours. The activities of those awake interfered with what they'd learned eight hours before, whereas those whose minds had rested remembered more of what they learned.

The brain consumes more oxygen than any other tissue in the body. When exposed to by-products of oxygen, brain cells are damaged. The attacks will cause the gradual wear and tear of memory with as time goes on. The good news is, there are ways to fight back and strengthen our minds.

Webmd Medical News tells us that eating healthy and maintaining a balanced diet is one of the most efficient ways to help keep the mind sharp. The brain functions constantly, even while we sleep! Eating breakfast is the best way to accumulate fuel so that a mental block won't occur later. Everyday it will add to daily activities, boost energy and enhance mental power. Instead of eating pizza, if the meals we eat include fruit, vegetables, whole grain and protein, this will increase our intake of vitamins C and E, fighting by-product attacks. Mini-meals will also ensure our minds are efficient and that we are able to think on a higher level. Believe me, our minds need to be in the best of shape for the challenges we face in college.

College will inevitably cause weight gain. Naturally, we would retaliate with a crash diet. But hold on, the Institute of Food Research in the United Kingdom informs us, women on low calorie diets have a slower rate of thinking, delayed reactions and dimmed memory as compared to non-dieting women. So girls if we are going to diet we need to play it smart. A firm tummy is great, but a weaker mind isn't! Gradual weight loss is best; maybe a pound or two a week, allowing loss of fat instead of muscle.

As we know, the brain uses large amounts of oxygen, therefore, iron contributes by carrying oxygen to the tissue. If iron levels drop, we notice fatigue, memory fades, poor concentration, a lack of motivation, and shortened attention span. To make sure this doesn't happen, we should eat iron-enriched foods: extra lean meat, cooked dried beans, peas, and dark, green, leafy vegetables. Preparing these foods in cast-iron skillets will allow iron to leak into the food, therefore raising the iron content of the food. Drinking orange juice with a large amount of vitamin C while eating meat will ensure iron absorption. Although O.J. may give us heart-burn, it is also an excellent source of nourishment.

The most vital nutrition for the brain is delivered through vitamin B (B1, B2, B6, B12). Non-fat milk, yogurt, wheat germ, bananas, seafood and whole grain are all foods rich in vitamin B. Without this nourishment, we will notice a lack of energy, and confusion as well as delayed memory and reaction clarity. Conclusively, tips to sharpening your brain through

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In addition to eating healthy, there are also plenty of ways to develop a quick mind. Doctor Robert Goldman, author of Brain Fitness, believes that tackling unfamiliar tasks or new ways of thinking will challenge undeveloped brain connections. He recommends for us to do crossword puzzles and acrostics, memorize favorite poems, and read challenging books to inspire us to develop new interests. Most uniquely, he suggests practicing other handedness. Brushing your teeth with the other hand or writing with it, not only provides a new experience for the mind, but will also challenge it. When neurobiologist, Robert Dustman, tested the brain waves of physically fit people, he concluded they were more alert, able to tune out distractions and focus attention. We all know that exercise keeps the heart strong and blood vessels open, which guarantees that brain cells get all the nutrients they need for maximum performance.

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Knowing the brain is capable of filing, storing and preparing for retrieval all the things that take place in life, we should definitely take care of it to enhance its abilities. After reviewing how the brain functions, recalling why it forgets, and remembering how to strengthen it, we can be led to a more advanced level of thinking. Pictures, rehearsing what we already know, studying the night before a test and eating lots of salad are all ways to guarantee success in education! In college we find that remembering the names of all the people we meet is not so easy. So while being able to ace that Microbiology test, you can use a mnemonic devise to remember a name like, boy on bike, **BOB!!!! Mnemonic devices are applicable in more ways than one!**

Mind Power is derived from the search of environment of private information of particular K. before taking any action. It is a printed text.

The following information is given to a group of students of National College Coimbatore.

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Ki-B. Academic Writing from Audience applied to an authentic writing situation (to inspire) young meaning. Storing memory. The stored information can be used later.

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Convincational tone characteristic of English four.

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College Scene

March 2002

Mind Power

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LIBERTY AND EQUALITY: THE RELENTLESS CONFLICT FOR PRIORITY IN THE UNITED STATES

When the thirteen original colonies rebelled against British oppression during the American Revolution, they wanted to start a country where certain liberties would be ensured to all citizens. Since then, countless numbers of immigrants have made their way to America because it is known to be a land of opportunity, freedom, and democracy, all of which are maintained by liberty. Liberty is what makes our country the role model of equality and opportunity for all other countries on the planet. The ideal of liberty grants United States' citizens the right to equality, but, in some cases, this equality can hinder one's liberties, therefore making the two ideals contradictory. Liberty and equality are both essential to protect our system of democracy, so what should Americans value more and how can these two ideals be reconciled?

The Preamble of the United States Constitution avows that the main purpose of the Constitution was to "secure the Blessings of Liberty" to all citizens. Statesmen even thought that an additional section amending the original Constitution was necessary to ensure the liberty promised to Americans. The first ten amendments to the Constitution, known as the Bill of Rights, helped grant liberties including freedom of speech, freedom of the press, freedom of assembly, freedom of religious worship, and the freedom to petition the government. Our forefathers realized the necessity of ensured liberty to all American citizens and went to great lengths to guarantee that all freedoms were given to citizens. Without the Bill of Rights, many of the valued American liberties would not be present.

The liberties ensured to Americans in the Bill of Rights make America the successful country that it is today. Liberty is what keeps American citizens happy with their lives and their government. For example, one political liberty entrusted to all of-age citizens in our democracy is the right to vote on governmental issues. This form of democracy entrusted to all Americans allows citizens to choose who represents them in

the government and helps them to pass laws that the people see as beneficial. Americans can even speak and print their opinions without fear of prosecution or discrimination by the government, which was a freedom that other countries had not entrusted to their citizens until the American government was constructed. These freedoms help achieve the colonists' ideal land of liberty which is why statesmen stressed the importance of liberty in the Constitution's Bill of Rights. The statesmen rarely discussed equality because they thought liberty was more essential in a budding America.

Liberty is far more protected in our nation's government than equality. In fact, at the Philadelphia Constitutional Convention in 1787, not one delegate from the 12 states represented mentioned that "all men are created equal," which had been stressed in the Declaration of Independence. The statesmen believed that liberty should be ensured to all citizens before equality, because without liberty few of the American ideals, including democracy and opportunity, could be accomplished.

Alexander Hamilton, a leader of the Republican Party, said, however, "Inequality will exist as long as liberty exists. It unavoidably results from that very liberty itself," a statement with which not a single delegate disagreed, because inequality ensures that wealth, success, and other American ideals can thrive. Equality of success and intelligence would encourage mediocrity, something that many American statesmen did not want. America was a place where businessmen could flourish and impoverished people could rise up with work and determination. Equality would only hinder the American ideal of pursuing happiness freely. Our forefathers wanted Americans to decide what they wanted to make of themselves; they did not want to force views and ideals upon them. Inequality is inevitable if the liberties ensured to Americans in so many documents encourage Americans to thrive on their personal strengths, which will never be equal among all men and women. Therefore, without inequality, the "pursuit of happiness" mentioned in the Declaration of Independence would be unattainable.

These two ideals of liberty and equality are extremely hard to achieve in unison

and have obviously been in conflict since the very beginning of our nation. America was founded on the premise that "all men are created equal." However, this quotation, like countless others made by representatives of our nation's government, is open to interpretation.

Thomas Jefferson said that the key word in the phrase was "created." He said that all men were equal at the moment they were created, but once life began, that equality ended. Once men were living, they were free to take advantage of opportunities and make decisions that helped them achieve their personal goals. These personal goals and levels of expectation can vary from person to person, therefore creating inequality. It is always going to be hard to have equality and liberty achieved simultaneously considering the differing views and values in the human race.

A modern-day example of liberty straining under the pressure of equality is the controversy concerning school dress code. A school dress code is supposed to discourage class distinction due to designer clothing. However, the dress code that purportedly promotes equality infringes on students' liberty to wear the clothing of their choice. In almost every case, one person's equality hinders another's liberty. This is when a school system must take initiative to consider which ideal is more valued. Shall students be snubbed by their peers because of the way they dress or should students' right to choose their clothing be hindered in order to ensure equality? This decision is up to each school system, but the topic is almost always a controversial one because not every party can be appeased.

How might this conflict between the two essential ideals of liberty and equality be reconciled? That is a question many government officials have debated for centuries. Liberty and equality are essential to protect our system of democracy. Our government has always struggled to attain a balance and measure the value of these two ideals. They are in a constant struggle for priority, and in many court cases, the priority of one over the other will shift depending on the subject matter. For example, in a case of a pregnant

mother's liberty to use drugs that may harm her unborn child, a commitment to equality for the infant's sake often outweighs the commitment to liberty. However, in the example of the school dress code used earlier, liberty is often the deciding factor of action. These two instances are a perfect example that the priorities of liberty and equality must be measured depending on the subject at hand. Obviously, it is the government's job to decide what is best for the parties or America as a whole and decide which ideal has priority over the other.

The true reconciliation of the two conflicting ideals is the government's and the citizens' ability to assess the value of the ideals in each specific case in order to attain the most favorable outcome for the most people. Due to the fact that the two can often be closely related yet contradictory, it is left in the judgment of the appointed officials and those who elect them to determine the best outcome in each situation. Therefore, there is no concrete reconciliation that one person could offer to this conflict. The two ideals are so essential to Americans' everyday life that it is left at the hands of our elected officials' best judgment.

The ideals of liberty and equality have been conflicting since the early years of our nation's history. Many of the great minds in our government have been unable to achieve a reasonable balance between the two, and it is sure to be a topic of great discussion and controversy in years to come unless we can reach an unlikely consensus due to the American population's plethora of values. Consequently, the people of America must try their best to assess the relative value of liberty and equality realistically in any given context.

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<http://www.michbar.org/journal/home.cfm?volumeID=7&viewType=archive> 380

academic writing
(from social studies)

title helps establish focus/purpose

LIBERTY AND EQUALITY: THE RELENTLESS CONFLICT FOR PRIORITY IN THE UNITED STATES

When the thirteen original colonies rebelled against British oppression during the American Revolution, they wanted to start a country where certain liberties would be ensured to all citizens. Since then, countless numbers of immigrants have made their way to America because it is known to be a land of opportunity, freedom, and democracy, all of which are maintained by liberty. Liberty is what makes our country the role model of equality and opportunity for all other countries on the planet. The ideal of liberty grants United States' citizens the right to equality, but, in some cases, this equality can hinder one's liberties, therefore making the two ideals contradictory. Liberty and equality are both essential to protect our system of democracy, so what should Americans value more and how can these two ideals be reconciled?

The Preamble of the United States Constitution avows that the main purpose of the Constitution was to "secure the Blessings of Liberty" to all citizens. Statesmen even thought that an additional section amending the original Constitution was necessary to ensure the liberty promised to Americans. The first ten amendments to the Constitution, known as the Bill of Rights, helped grant liberties including freedom of speech, freedom of the press, freedom of assembly, freedom of religious worship, and the freedom to petition the government. Our forefathers realized the necessity of ensured liberty to all American citizens and went to great lengths to guarantee that all freedoms were given to citizens. Without the Bill of Rights, many of the valued American liberties would not be present.

The liberties ensured to Americans in the Bill of Rights make America the successful country that it is today. Liberty is what keeps American citizens happy with their lives and their government. For example, one political liberty entrusted to all of-age citizens in our democracy is the right to vote on governmental issues. This form of democracy entrusted to all Americans allows citizens to choose who represents them in

*intro provides
needed information
to lead reader
into writing*

*poses an
authentic
academic
question to
establish
controlling idea*

*ideas are
organized
logically
(begins w/
concept of
liberty)
established
claim) and
then supports
ideas*

the government and helps them to pass laws that the people see as beneficial. Americans can even speak and print their opinions without fear of prosecution or discrimination by the government, which was a freedom that other countries had not entrusted to their citizens until the American government was constructed. These freedoms help achieve the colonists' ideal land of liberty which is why statesmen stressed the importance of liberty in the Constitution's Bill of Rights. The statesmen rarely discussed equality because they thought liberty was more essential in a budding America.

transition, helps establish point of equality for comparison

Liberty is far more protected in our nation's government than equality. In fact, at the Philadelphia Constitutional Convention in 1787, not one delegate from the 12 states represented mentioned that "all men are created equal," which had been stressed in the Declaration of Independence. The statesmen believed that liberty should be ensured to all citizens before equality, because without liberty few of the American ideals, including democracy and opportunity, could be accomplished.

Alexander Hamilton, a leader of the Republican Party, said, however, "Inequality will exist as long as liberty exists. It unavoidably results from that very liberty itself," a statement with which not a single delegate disagreed, because inequality ensures that wealth, success, and other American ideals can thrive. Equality of success and intelligence would encourage mediocrity, something that many American statesmen did not want. America was a place where businessmen could flourish and impoverished people could rise up with work and determination. Equality would only hinder the American ideal of pursuing happiness freely. Our forefathers wanted Americans to decide what they wanted to make of themselves; they did not want to force views and ideals upon them. Inequality is inevitable if the liberties ensured to Americans in so many documents encourage Americans to thrive on their personal strengths, which will never be equal among all men and women. Therefore, without inequality, the "pursuit of happiness" mentioned in the Declaration of Independence would be unattainable.

integration of source information helps support main point / controlling idea

These two ideals of liberty and equality are extremely hard to achieve in unison

and have obviously been in conflict since the very beginning of our nation. America was founded on the premise that “all men are created equal.” However, this quotation, like countless others made by representatives of our nation’s government, is open to interpretation.

Thomas Jefferson said that the key word in the phrase was “created.” He said that all men were equal at the moment they were created, but once life began, that equality ended. Once men were living, they were free to take advantage of opportunities and make decisions that helped them achieve their personal goals. These personal goals and levels of expectation can vary from person to person, therefore creating inequality. It is always going to be hard to have equality and liberty achieved simultaneously considering the differing views and values in the human race.

A modern-day example of liberty straining under the pressure of equality is the controversy concerning school dress code. A school dress code is supposed to discourage class distinction due to designer clothing. However, the dress code that purportedly promotes equality infringes on students’ liberty to wear the clothing of their choice. In almost every case, one person’s equality hinders another’s liberty. This is when a school system must take initiative to consider which ideal is more valued. Shall students be snubbed by their peers because of the way they dress or should students’ right to choose their clothing be hindered in order to ensure equality? This decision is up to each school system, but the topic is almost always a controversial one because not every party can be appeased.

How might this conflict between the two essential ideals of liberty and equality be reconciled? That is a question many government officials have debated for centuries. Liberty and equality are essential to protect our system of democracy. Our government has always struggled to attain a balance and measure the value of these two ideals. They are in a constant struggle for priority, and in many court cases, the priority of one over the other will shift depending on the subject matter. For example, in a case of a pregnant

transitional element
provides example to help develop and support ideas (school dress code)
maintains focus on controlling one idea (how can these two ideals be reconciled?)

mother's liberty to use drugs that may harm her unborn child, a commitment to equality for the infant's sake often outweighs the commitment to liberty. However, in the example of the school dress code used earlier, liberty is often the deciding factor of action. These two instances are a perfect example that the priorities of liberty and equality must be measured depending on the subject at hand. Obviously, it is the government's job to decide what is best for the parties or America as a whole and decide which ideal has priority over the other.

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Use of Example to Show Contrast
Draws Conclusion to Answer Question
Effective Conclusion
Documents Sources